

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

School Name: TREASURE COAST ELEMENTARY SCHOOL

District Name: Indian River

Principal: Mark Dugan

SAC Chair: Robyn Bethel

Superintendent: Dr. Frances J. Adams

Date of School Board Approval:

Last Modified on: 10/16/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

*Note: The following links will open in a separate browser window.*

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Mark Dugan	Elementary Education, Early Childhood, Educational Leadership and Principal K-12	7	31	School Grade "C" in 06-07 without AYP, Grade "B" in 07-08 with AYP, Grade of "A" in 08-09 without AYP, Grade of "A" in 09-10 without AYP, Grade of "A" in 10-11 without AYP, Grade of "A" in 11-12 without AYP.
Assis Principal	Robyn Bethel	Elementary Education, Psychology, Reading Endorsement, Educational Leadership and Principal K-12	1	1	School Grade "C" in 06-07 without AYP, Grade "B" in 07-08 with AYP, Grade of "A" in 08-09 without AYP, Grade of "A" in 09-10 without AYP, Grade of "A" in 10-11 without AYP, Grade of "A" in 11-12 without AYP.

### INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers

in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Elementary Education, Reading Coach	Karin Hammler	Elementary 1-6, ESOL, Reading Endorsement	2	10	09-10 School grade of "A" without AYP, 10-11 school grade of "A" without AYP, 11-12 school grade of "A" without AYP.

### EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	<p>New Teacher meetings during pre-planning week to acclimate new teachers to school and expectations. Utilization of Marzano Instructional Coaching Model to meet and dialogue with new teachers.</p> <p>Monthly New Teacher meetings to discuss issues regarding report cards, technology, behavioral concerns etc...</p> <p>Bi-weekly Grade level meetings to assist with issues and new curriculum.</p> <p>Bi-weekly meetings with each member of the grades with their Team leaders.</p>	Mark Dugan, Robyn Bethel, Karin Hammler	June 2013	

### Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

\*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0 not highly effective	

### Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

\*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
46	4.3%(2)	21.7%(10)	50.0%(23)	23.9%(11)	21.7%(10)	78.3%(36)	13.0%(6)	6.5%(3)	82.6%(38)

### Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
		Ms. Borhardt is an experienced 2nd grade teacher. Additionally,	Daily collaborations,

Rebecca Borchardt	Casey Dunn	Miss Dunn worked in internship among the 2nd grade team and had opportunity to work with Ms. Borchardt.	weekly planning and meetings for review, modeling, and assistance with concerns.
Jeanne Prince and Karin Hammeler	Michelle Horton	Michelle is new to teaching and particularly 4th grade writing. Both Jeanne and Karin are very experienced teachers and have much to share with a new teacher. Both teachers will be a good resource for Ms. Horton.	Daily moving to weekly planning and meetings for review, modeling, and assistance with grade level or school concerns. Support with the writing curriculum, rubric development and grading.

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

## Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal, Assistant Principal, Student Support Specialist, Reading Coach, Resource Specialist, School Psychologist, Speech/Language Pathologist, and Grade Level Chairpersons.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

As a school, we meet with the staff bi-weekly to discuss data and to work together to review and meet the needs of the students. The school-based MTSS team meets every week to analyze reading, math, and behavioral data. The core team identifies strengths as well as areas of concern, and then formulates goals to address these areas. The team uses a problem solving approach. The data is reviewed to address changes at all three Tiers of instruction. Leadership Team representatives meet with grade level groups to problem solve implementation of interventions at each Tier of instruction.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan is tied directly to data, achievement and behavior. The team determines, based on data, strengths and weaknesses, and then formulates the needs assessment for the school improvement plan. The team then develops methods to achieve the goals to strengthen the areas of concern. These plans are shared and reviewed with grade level personnel. A procedure is developed on how the improvement plan will be implemented to foster academic and behavioral growth with all students.

### MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

The data management system used to summarize the tiered data is Performance Matters (PM2), the Progress Monitoring and Reporting Network (PMRN), and the School Wide Informational System (SWIS). These data management systems are used district wide and show patterns, trends, strengths, and weaknesses. The data can be viewed by school, class and individual student criteria. Viewing, disaggregating, and providing Data in multiple formats allows Treasure Coast Elementary to analyze and then work to meet the needs at each of the three Tiers of instruction.

Describe the plan to train staff on MTSS.

Staff trainings will be ongoing throughout the year. The staff will be trained over the course of the year during curriculum meetings and Problem Solving meetings. These trainings will start with a broad overview of the MTSS process, explanation of each Tier, and the requirements at each Tier of instruction. As the year progresses, trainings will become more focused on specific issues (i.e. Progress Monitoring, Data Analysis, Intervention Development. If specific issues arise throughout the year, those will be addressed with additional training to meet the needs. The importance of the strength of Tier I instruction will be shared in beginning of the year meetings with teachers. Teachers will also be trained in data collection and interpretation

which is the heart of the MTSS process.

Describe the plan to support MTSS.

It is planned to give teachers a thorough overview of what exactly the MTSS consists. In the beginning of the year the Leadership team will plan to meet weekly to discuss and analyze students of concern.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Reading Coach, Assistant Principal, Media Specialist, Grade Level Chairpersons and representatives from each grade level.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The Literacy Leadership team will meet throughout the course of the year to facilitate the implementation and staff development involved in new initiatives such as Common Core Standards and Foundations. The Literacy Leadership Team will meet to discuss goals for our reading technology programs such as Accelerated Reader, Earobics and Compass Odyssey Learning. They also meet 2 or 3 times a year to plan and coordinate our family literacy nights. The Reading Coach facilitates this committee and the meetings.

What will be the major initiatives of the LLT this year?

The Literacy Leadership team will meet throughout the course of the year to facilitate the implementation and staff development involved in new initiatives such as Common Core Standards and Foundations. The LLT will work to motivate and ensure that every student sets goals and works to meet them within the Accelerated Reading and Compass Odyssey Learning Programs. The LLT will prepare at least 1 family literacy night to enhance the home/school connection with literacy.

## Public School Choice

Supplemental Educational Services (SES) Notification  
No Attachment

### \*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

### \*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that

students' course of study is personally meaningful?

## Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	In 3rd grade, we tested 117 students and of those 68%(80) scored 3 or above. In 4th grade, we tested 115 students and 73%(84) scored a 3 or above. In 5th grade we tested 105 and 73% (78) scored a level 3 or above.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
80% In 3rd grade, we tested 117 students and of those 68%(80) scored 3 or above. In 4th grade, we tested 115 students and 73%(84) scored a 3 or above. In 5th grade we tested 105 and 73% (78) scored a level 3 or above.	83% of students in grades 3-5 will score 3 or above The expected level of performance on the 2012 Reading FCAT is that the 3rd grade percentage of students scoring level 3 or above has increased to 80%, the expected level of performance of 4th graders will increase to 80%, and the expected level of performance of 5th grades will increase to 80%

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Full Implementation of Common Core Standards in grades K and 1.	District Common Core trainings for K and 1 teachers. Utilization of Common Core PD360 for school trainings Biweekly strategy and planning sessions with grade/ team groups	Principal Assistant Principal Reading Coach Grade/ Team leaders	Classroom observations (both formal and informal), Classroom walkthroughs, student progress meetings with teachers	District Benchmark Assessments Formal and informal teacher assessments
2	Teacher Technical/Instructional	provide professional development regarding the higher percentage yield strategies, along with opportunities to see and apply the strategies	Principal Assistant Pricipal Reading Coach	Classroom observations (both formal and informal), Classroom walkthroughs, meetings with teachers	District Benchmark Assessments, Teacher evaluation/coaching tool
	Curricular Gaps	Collaboration with the Learning Alliance to provide training and	Principal Assistant Principal Reading Coach	Classroom observations (both formal and informal),	DIBELS NEXT Foundations Unit Tests

3		curriculum for K and 1 teachers to implement the Foundations program.		Classroom walkthroughs, meetings with teachers regarding student progress	SAT 10 District Benchmark Assessments
4	Transient student population	Rtl	Reading coach and AP	PM2 data, FAIR data	FAIR, Benchmarks
5	Homework and practice support for some students	Homework buddies will take place daily.	Classroom teachers	Weekly grades	Weekly assessments, benchmark tests

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	In 3rd grade, we tested 113 students and of those 30% (35) scored 4 or 5. In 4th grade, we tested 95 students and 47% (45) scored a 4 or 5. In 5th grade we tested 95 and 31% (30) scored a level 4 or 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 3rd grade, we tested 113 students and of those 30% (35) scored 4 or 5. In 4th grade, we tested 95 students and 47% (45) scored a 4 or 5. In 5th grade we tested 95 and 31% (30) scored a level 4 or 5.	The expected level of 2013 Reading FCAT results are that the 3rd grade percentage of students at 4 or above, will increase to 45% or more. The percentage of 4th grade students will score 4 or above on the 2013 FCAT will increase to 45% or more. The expected level of 2013 Reading FCAT results for 5th grade will increase to 45% or more.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher Instruction	Staff development in the utilization of Depth of Knowledge questions	Principal Assistant Principal Reading Coach	Classroom observations (both formal and informal), Classroom walkthroughs, meetings with teachers regarding use of strategy	District benchmark testing Teacher assessment- both formal and informal
2	Time for enrichment activities	Add enrichment activities at the same time Rtl is in session.	Reading Coach, AP and Classroom teachers	PM2 data every 6 weeks	Benchmarks and FCAT
	Tier 1 is not using all the	Incorporate supplemental	Reading Coach, AP	PM2 data every 6 weeks	Benchmarks and



3	enrichment strategies in the classroom.	reading strategies and organizers for all Tier 1.	and Classroom teachers		FCAT
4	Utilizing Special Area teachers to provide additional enrichment	30min enrichment block	Special Area Teachers, AP	PM2 data every 6 weeks	Benchmarks and FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:	
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	In reading, 72% of our students made learning gains compared to 69% last year.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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In reading, 72% of our students made learning gains compared to 69% last year.	For the 2013 year the expected level of performance will increase from 72% to 74%.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Effectiveness of Tier 1 Instruction	Reading Coach will provide coaching and modeling for all teachers grades K-5	Assistant Principal Reading	classroom observations (both formal and informal), walkthroughs, meetings with teachers and leadership to discuss students needs.	Reading Series tests, District benchmark assessments, teacher assessments
2	Curricular Gaps	Partnership with Learning Alliance to provide training and curriculum to address needs of students, using Foundations program	Principal Assistant Principal Reading Coach Mentor teachers	classroom observations (both formal and informal), walkthroughs, meetings with teachers and leadership to discuss students needs.	DIBELS NEXT Foundations Unit Assessment, SAT 10 District Benchmark Assessments
	Student movement into and out of our school throughout the year. As	Teachers in grades 2-5 will give a benchmark assessment within 1	Classroom teachers and AP	PM2 and data meetings	Benchmark assessments

3	students enter, it sometimes takes too long to identify their needs or strengths.	week of the student entering or will access district PM2 data for student if they came from in district.			
4	Struggling students not receiving enough support on campus.	Classroom teachers will revisit the ESOL and Reading strategies and implement them with fidelity. ESOL paraprofessional will help identify Hispanic students who are struggling.	Classroom teachers, AP, Reading coach, ESOL para	PM2 data and data meetings, small group sessions with students	Benchmark assessments, FCAT
5	Struggling students need more intensive instruction.	School wide implementation of RtI for grades K-5	PS/RtI team and classroom teachers	Weekly data and grade level meetings to continuously identify students that are struggling and modify curriculum.	Benchmark Assessments and FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	The percentage of students in the lowest 25% that made learning gains in reading was only 66% .
2012 Current Level of Performance:	2013 Expected Level of Performance:
The percentage of students in the lowest 25% that made learning gains in reading was only 66%.	The expected level of student performance for the 2013 FCAT is 68%,

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Teacher Instruction	District training regarding instructional strategies.	Principal Assistant Principal	Classroom observations (both formal and	District benchmark assessments,

1		Staff development on the utilization of high yield probability of success strategies	Reading Coach	informal), walkthroughs, meetings with teachers to discuss progress of students	teacher assessment
2	Curricular Gaps	Partnership with the Learning Alliance to provide training and curriculum to address the needs of students (Foundations program)	Principal Assistant Principal Reading Coach Mentor teachers	Classroom observations (both formal and informal), walkthroughs, meetings with teachers to discuss progress of students	DIBELS NEXT Foundations Unit Assessments, SAT 10, District Benchmark Assessments
3	Effectiveness of Tier 1 Instruction	Reading Coach will provide training, modeling, and coaching for teachers	Principal Assistant Principal Reading Coach	Classroom observations (both formal and informal), walkthroughs, data analysis meetings with teachers to ascertain student progress	District benchmark assessments, teacher assessment
4	Many of our students with disabilities need additional time with ESE modifications.	Work within the schedule to build in more time to assist the students not only in the resource room but in the gen ed classrooms. ESE teachers, SLP and reading coach will work with general education teachers to strength the modifications they are using with the students with disabilities.	ESE teachers, Classroom teachers, Reading coach, AP, Speech Language Pathologist	Data meetings with teachers, consultative meetings between ESE and Gen Ed.	Benchmark and FCAT
5	General Education teachers don't always have the tools to modify curriculum for students with disabilities.	ESE teachers, SLP and reading coach will work with general education teachers to strength the modifications they are using with the students with disabilities.	ESE teachers, Classroom teachers, Reading coach, AP, SLP	ESE teachers, Classroom teachers, Reading coach, AP	Benchmark and FCAT

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # 5A : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The percentage of Hispanic students that made learning gains in reading on the 2012 FCAT was 59%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The percentage of Hispanic students that made learning gains in reading on the 2012 FCAT was 59%.	It is expected that 63% of the Hispanic students will make learning gains in reading on the 2013 FCAT.
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Curricular Gaps	Partnership with Learning Alliance to provide training and curriculum to address the needs of students	Principal Assistant Principal Reading Coach Mentor Teachers	Classroom observations (formal and informal), walkthroughs, meetings with teachers to analyze student progress	DIBELS NEXT, Foundations Unit tests, SAT 10 District benchmark assessments
2	Effectiveness of Tier 1 instruction	School and district training regarding instructional strategies and the use of high yield probability of success strategies	Principal Assistant Principal Reading Coach	Classroom observations (both formal and informal) walkthroughs, data discussions with teachers	Teacher assessments (both formal and informal), district benchmark assessments, FCAT
3	Hispanic students not learning the strategies to be successful readers.	Train the teachers to use more reading strategies visually through charts, computer projection or paper pencil to assist students in their use.	Reading coach, Classroom teachers, ESOL para and AP	Grade level meetings data meetings	Benchmark and FCAT
4	Struggling students need more intensive instruction.	School wide implementation of RtI for grades K-5	PS/RtI team and classroom teachers	Weekly data and grade level meetings to continuously identify students that are struggling and modify curriculum.	Benchmark and FCAT
5	Effectiveness of instruction	provide training, modeling, and coaching of ESOL and instructional best practices to add to and strengthen the strategies teachers are using.	Assistant Principal Reading coach ESOL teacher and para, classroom teachers	meeting, classroom observations, data discussions	classroom and district assessments,

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	Of the 23 ELL students in 3rd grade only 69% (16) scored 3 or above on the reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Of the 23 ELL students in 3rd grade only 69% (16) scored 3 or above on the reading FCAT. 4th and 5th grade did not apply	The expected level of performance of ELL students for the 2013 reading FCAT is that 72% of all ELL students will score 3 or above.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students coming in new to school who may not have fully acquired English language skills	Utilization of ESOL strategies to address the needs of learners. Also work to use the high yield probability of success strategies that lend themselves to the situation. Additionally, availability of support in the classroom	Principal Assistant Principal Reading Coach ESOL Para	Classroom observations (both formal and informal) walkthroughs, data discussions with teachers	Teacher assessments (both formal and informal), district benchmark assessments, FCAT
2	ELL students not learning the strategies to be successful readers.	Train the teachers to use more reading strategies visually through charts, computer projection or paper pencil to assist students in their use.	Reading coach, Classroom teachers, ESOL para and AP	Grade level meetings data meetings	Benchmark Assessments and FCAT

3	Effective Instructions	Provide training, modeling, and coaching of ESOL and instructional best practices to use and strengthen the strategies being used.	Reading coach, Classroom teachers, ESOL para and AP	Grade level meetings and data meetings	school and district assessments, FCAT
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	Using FCAT 2012 data-In grades 3rd, 4th & 5th 40%(22) of the students with disabilities were proficient in reading, which means 60%(34) were not proficient in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Using FCAT 2012 data-In grades 3rd, 4th & 5th 40%(22) of the students with disabilities were proficient in reading, which means 60%(34) were not proficient in reading.	The expected level of students with disabilities that will score a 3 or above on the 2013 reading FCAT will be 46% (25).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Effectiveness of Instruction	Utilization of strategies to address the unique needs of learners. Also work to use the high yield probability of success strategies that lend themselves to the situation	Teachers Principal Assistant Principal Reading Coach	Classroom observations (both formal and informal) walkthroughs, data discussions with teachers	Teacher assessments (both formal and informal), district benchmark assessments
2	Many of our students with disabilities need additional time with ESE accommodations	Work within the schedule to build in more time to assist the students not only in the resource room but in the gen ed classrooms. ESE teachers and reading coach will work with general education teachers to strengthen the modifications they are using with the students with disabilities.	ESE teachers, Classroom teachers, Reading coach and AP, SLP	Data meetings, collaborative meetings between ESE and Gen Ed	Benchmark assessments and FCAT
3	General Education teachers don't always have the tools to modify curriculum for students with disabilities.	ESE teachers and reading coach will work with general education teachers to strengthen the accommodations they are using with the students with disabilities.	ESE teachers, Classroom teachers, Reading coach, AP, SLP	Data meetings, collaborative meetings between ESE and Gen Ed	Benchmark assessments and FCAT
4	Struggling students need more intensive instruction.	School wide implementation of RtI for grades K-5	PS/RtI team and classroom teachers	Weekly data and grade level meetings to continuously identify students that are struggling and modify curriculum.	Benchmark Assessments and FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	Using the FCAT 2012 data the current level of performance in grades 3rd, 4th & 5th-67% (162) of the Economically Disadvantaged students were proficient in the area of reading. 33% (80) were not making satisfactory progress in reading.
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2012 Current Level of Performance:			2013 Expected Level of Performance:		
Using the FCAT 2012 data the current level of performance in grades 3rd, 4th & 5th-67%(162) of the Economically Disadvantaged students were proficient in the area of reading. 33%(80) were not making satisfactory progress in reading.			The expected level of performance of Economically Disadvantaged students will be 70%(169) proficiency in the area of reading.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increase in the number of students/ families identified as economically disadvantage	School will work to quickly and early on identify those that may be adversely impacted by the economy	Office staff, Principal, Assistant Principal	Demographic forms, observations, family conferences/ interview	District Benchmark and state assessments
2	Student movement into and out of our school throughout the year. As students enter, it sometimes takes too long to identify their needs or strengths.	Teachers in grades 2-5 will give a benchmark assessment within 1 week of the student entering or will access district PM2 data for student if they came from in district.	Reading Coach, Classroom teachers	Data and grade level meetings	Benchmark Assessments and FCAT
3	Economically Disadvantaged students are not receiving enough support on campus.	Classroom teachers will revisit the reading strategies and implement them with fidelity. MTSS leadership team will help identify students across all areas that are struggling	Classroom teachers, AP, Reading coach, MTSS leadership team	PM2 data and data meetings, small group sessions with students	Benchmark assessments, FCAT
4	Struggling students need more intensive instruction.	School wide implementation of RtI for grades K-5	MTSS leadership team and classroom teachers	Weekly data and grade level meetings to continuously identify students that are struggling and modify curriculum.	Benchmark assessments, classroom assessments, FCAT

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
An in depth knowledge of the Common core standars	k-2	Reading Coach Assistant Principal	All K-2 teachers	October- June	Assistant Principal and reading coach will follow up and support and model as needed.	Pricpal Assistant Principal Reading Coach
Implementation of Foundations Program	k, 1	Principal Assitant principal Reading Coach	All K-2 teachers	September - June	Classroom observations, walkthroughs	Pricpal Assistant Principal Reading Coach
Ongoing STEM training	K-5	District level personal, science and math coordinators	school-wide	October - June	Assistant Principal and reading coach will follow up and support as needed	Principal Assistant Principal
A working						

knowledge of the emergence of NGSSS and Common Core	3-5	Reading Coach Assistant Principal	All 3-5 teachers	November-June	Assistant Principal and reading coach will follow up and support and model as needed	Principal Assistant Principal Reading Coach
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Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Compass Learning and Earobics Training	Programs for Compass Odyssey and Earobics	General Fund	\$3,700.00
			Subtotal: \$3,700.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Aimsweb license	Oral reading fluency testing and MAZE comprehension passages to progress and benchmark monitor students in intervention	General Fund	\$150.00
			Subtotal: \$150.00
			<b>Grand Total: \$3,850.00</b>

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

\* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking.		The school will increase the percentage of ELLs scoring at or above the proficient level, from 54%(30) to 65% (36) as evidenced by the 2012 CELLA scores			
CELLA Goal #1:					
2012 Current Percent of Students Proficient in listening/speaking:					
54%(30)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lack of Bilingual Resources in multiple	Implementation and documentation of ESOL	Site based administrator	Compare and Analyze 2012 CELLA Results	CELLA Results

1	languages. Lack of use of effective ESOL instructional strategies.	strategies used on a daily basis.	District ESOL/Title I/ Migrant Staff	with 2013 CELLA Results.
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Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading. CELLA Goal #2:	The school will increase the percentage of ELLs scoring at or above the proficient level, from 34%(19) to 50% (28) as evidenced by the 2012 CELLA scores
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2012 Current Percent of Students Proficient in reading:

34%(19)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Bilingual Resources in multiple languages. Lack of use of effective ESOL instructional strategies.	Implementation and documentation of ESOL strategies used on a daily basis.	Site based administrator District ESOL/Title I/ Migrant Staff	Compare and Analyze 2012 CELLA Results with 2013 CELLA Results.	CELLA

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	The school will increase the percentage of ELLs scoring at or above the proficient level, from 30%(17) to 40% (23) as evidenced by the 2012 CELLA scores.
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2012 Current Percent of Students Proficient in writing:

30%(17)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Bilingual Resources in multiple languages. Lack of use of effective ESOL instructional strategies	Implementation and documentation of ESOL strategies used on a daily basis.	Site based administrator District ESOL/Title I/ Migrant Staff	Compare and Analyze 2012 CELLA Results with 2013 CELLA Results.	CELLA

CELLA Budget:



Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

*End of CELLA Goals*

# Elementary School Mathematics Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	Of the 336 students tested only 61% (206 students) scored 3 or above in math
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (206 students) of the students tested scored on or above grade level in math.	66% (221 students) of the students tested will score on or above grade level in math.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Full Implementation of Common Core Standards in grades K and 1.	District Common Core trainings for K and 1 teachers. Utilization of Common Core PD360 for school trainings Biweekly strategy and planning sessions with grade/ team groups	Principal Assistant Principal Reading Coach Grade/ Team leaders	Classroom observations (both formal and informal), Classroom walkthroughs, student progress meetings with teachers	District Benchmark Assessments Formal and informal teacher assessments
2	Teacher Technical/Instructional	provide professional development regarding the higher percentage yield strategies, along with opportunities to see and apply the strategies	Principal Assistant Pricpal Reading Coach	Classroom observations (both formal and informal), Classroom walkthroughs, meetings with teachers	District Benchmark Assessments, Teacher evaluation/coaching tool
3	Curricular Gaps	District wide training regarding STEM.  School professional development to implement STEM strategies	Principal Assistant Principal Grade/ Team Leaders	Bi-monthly meetings to address areas of concern, Classroom observations (both formal and informal), Classroom walkthroughs, meetings with teachers regarding student progres	District Benchmark Assessments, Teacher Assessments
4	Student movement into and out of our school throughout the year. As students enter, it sometimes takes too long to identify their needs or strengths.	Teachers in grades 2-5 will give a benchmark assessment (paper, pencil) within 1 week of the student entering or will access district PM2 data for student if they came from in district.	Classroom teachers, Math Coordinators and AP	PM2 and data meetings	Benchmark assessments
5	Many students are not able to keep up with the pace of the math program.	Hands on Stations and Teacher directed instruction in small group will take place in every classroom.	Classroom teachers, Math Coordinators and AP	PM2 and data meetings	Benchmark assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.  Mathematics Goal # 1b:	
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2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	In 3rd grade, we tested 118 students and of those 25% (30 students) scored 4 or 5. In 4th grade, we tested 114 students and 24% (27 students) scored a 4 or 5. In 5th grade we tested 104 students and 26% (27 students) scored a level 4 or 5.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (30 students) of the 3rd grade students tested scored level 4 or 5, 24%(27students) of the 4th grade students tested scored level 4 or 5 26%(27 students) of the 5th grade students tested scored level 4 or 5	28% of the 3rd grade students tested will score level 4 or 5, 27% of the 4th grade students tested will score level 4 or 5 29% of the 5th grade students tested Will score level 4 or 5

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher Instruction	Staff development in the utilization of Depth of Knowledge questions	Principal Assistant Principal Reading Coach	Classroom observations (both formal and informal), Classroom walkthroughs, meetings with teachers regarding use of strategy	District benchmark testing Teacher assessment- both formal and informal
2	Time for enrichment activities	Add math enrichment activities at the same time RtI is in session.	Math Coordinators, AP and Classroom teachers	PM2 data every 6 weeks	Benchmarks and FCAT
3	Tier 1 is not hitting all the enrichment strategies in the classroom.	Incorporate supplemental math strategies like Sunshine Math and BATS for Math for all Tier 1.	Math Coordinators, AP and Classroom teachers	PM2 data every 6 weeks	Benchmarks and FCAT
4	Teachers learning new math program.	Additional training for teachers by math coordinators.	Math Coordinators, AP and Classroom teachers	PM2 data every 6 weeks	Benchmarks and FCAT
5	Time to teach the mastery to skill	using the district pacing guide as such, but through data analysis instruct 80% of students to mastery of skill	Teachers, AP	Examination of student data	classroom assessments, district assessments, FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.	
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Mathematics Goal #2b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	Of the 336 students in grades 3-5, 61% made learning gains in math (205 students).
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (205 students)	65% (220students) will make learning gains

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Effective implementation of STEM strategies	District will provide training on the STEM strategies	Principal Assistant Principal Science Coordinators	classroom observations (both formal and informal), walkthroughs, meetings with teachers	District Benchmark assessments, teacher assessment-formal and informal
2	Tier 1 is not using all of the needed math strategies in the classroom.	Incorporate supplemental math strategies like Sunshine Math and BATS for Math for all Tier 1.	Math Coordinators, AP and Classroom teachers	PM2 data every 6 weeks	Benchmarks and FCAT
3	Teachers learning new math program.	Additional training for teachers by math coordinators.	Math Coordinators, AP and Classroom teachers	PM2 data every 6 weeks	Benchmarks and FCAT
4	Many students are not able to keep up with the pace of the math program.	Hands-on Stations and Teacher directed instruction in small group will take place in every classroom.	Math Coordinators, AP and Classroom teachers	PM2 data every 6 weeks	Benchmarks and FCAT
5	Student movement into and out of our school throughout the year. As students enter, it sometimes takes too long to identify their needs or strengths.	Teachers in grades 2-5 will give a benchmark assessment (paper, pencil) within 1 week of the student entering or will access district PM2 data for student if they came from in district.	Math Coordinators, AP and Classroom teachers	PM2 data every 6 weeks	Benchmarks and FCAT
6	Some students need additional Tier 3 instruction prior to FCAT	FCAT camp will take place to remediate students that are struggling.	Math Coordinators, AP and Classroom teachers	PM2 data - PS/RtI team will help identify the students from the benchmarks	Benchmarks and FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.  Mathematics Goal # 3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	69% of our lowest 25% in grades 3-5 made learning gains in math (231 students)
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (231 students) of the lowest 25% in grades 3-5	70% (235 students) of the lowest 25% in grades 3-5 will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher Instruction	District training regarding instructional strategies. Staff development on the utilization of high yield probability of success strategies	Principal Assistant Principal Reading Coach	Classroom observations (both formal and informal), walkthroughs, meetings with teachers to discuss progress of students	District benchmark assessments, teacher assessment
2	Effectiveness of Tier 1 Instruction	Professional development offered by the district to address math standards-including STEM training	Principal Assistant Principal Math Coordinators	Classroom observations (both formal and informal), walkthroughs, data analysis meetings with teachers to ascertain student progress	District benchmark assessments, teacher assessment
3	Time for remediation activities	Add math enrichment activities at the same time RtI is in session.	Math Coordinators, AP and Classroom teachers	PM2 data every 6 weeks	Benchmarks and FCAT
4	Time for remediation and re-teach activities	Hands-on Stations and Teacher directed instruction in small group will take place in every classroom.	Math Coordinators, AP and Classroom teachers	PM2 data every 6 weeks	Benchmarks and FCAT

5	Student movement into and out of our school throughout the year. As students enter, it sometimes takes too long to identify their needs or strengths.	Teachers in grades 2-5 will give a benchmark assessment (paper, pencil) within 1 week of the student entering or will access district PM2 data for student if they came from in district.	Math Coordinators, AP and Classroom teachers	PM2 data every 6 weeks	Benchmarks and FCAT
6	Some students need additional Tier 3 instruction prior to FCAT	FCAT camp will take place to remediate students that are struggling.	Math Coordinators, AP and Classroom teachers	PM2 data - PS/RtI team will help identify the students from the benchmarks	Benchmarks and FCAT

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal #				
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	The subgroups identified were  Hispanic = 45%  ED = 43%  SWD =67%  Black = no %age listed
2012 Current Level of Performance:	2013 Expected Level of Performance:
The subgroups identified were  Hispanic = 45%  ED = 43%  SWD =67%  Black = no %age listed	The subgroups identified were  Hispanic = 40%  ED = 40%  SWD =63%  Black =

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Effectiveness of Tier 1 instruction	School and district training regarding instructional strategies and the use of high yield probability of success strategies	Principal Assistant Principal Reading Coach	Classroom observations (both formal and informal) walkthroughs, data discussions with teachers	Teacher assessments (both formal and informal), district benchmark assessments, FCAT
2	Student movement into and out of our school throughout the year. As students enter, it sometimes takes too long to identify their needs or strengths.	Teachers in grades 2-5 will give a benchmark assessment (paper, pencil) within 1 week of the student entering or will access district PM2 data for student if they came from in district.	Classroom teachers, Math Coordinators and AP	PM2 and data meetings	Benchmark assessments

3	Many students are not able to keep up with the pace of the math program.	Hands-on Stations and Teacher directed instruction in small group will take place in every classroom.	Classroom teachers, Math Coordinators and AP	PM2 and data meetings	Benchmark assessments
4	Tier 1 is not using all of the enrichment strategies in the classroom.	Incorporate supplemental math strategies like Sunshine Math and BATS for Math for all Tier 1.	Classroom teachers, Math Coordinators and AP	PM2 and data meetings	Benchmark assessments
5	Teachers learning new math program.	Additional training for teachers by math coordinators	Classroom teachers, Math Coordinators and AP	PM2 and data meetings	Benchmark assessments
6	Some students need additional Tier 3 instruction prior to FCAT	FCAT camp will take place to remediate students that are struggling.	Math Coordinators, AP and Classroom teachers	PM2 data - PS/RtI team will help identify the students from the benchmarks	Benchmarks and FCAT
7	Students are not receiving appropriate differentiated instruction in Tier 1	Implement strategies in Tier 1 to reduce the number of students needing Tier 2 & Tier 3 instruction.	Math Coordinators, AP, and Classroom teachers.	Teachers will give each student a pre and post test per skill and modify Tier 1 small group instruction accordingly.	Benchmarks and FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	We didn't have enough English Language Learners to be recognized through the AYP process however we are going to put strategies in place to assist the ELL students we have to improve their math ability. Of the ELL students tested only 36% scored 3 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48%	53%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students coming in new to school who may not have fully acquired English language skills	Utilization of ESOL strategies to address the needs of learners. Also work to use the high yield probability of success strategies that lend themselves to the situation. Additionally, availability of support in the classroom	Principal Assistant Principal Reading Coach ESOL Para	Classroom observations (both formal and informal) walkthroughs, data discussions with teachers	Teacher assessments (both formal and informal), district benchmark assessments, FCAT
2	Tier 1 is not using all of the enrichment strategies in the classroom.	Incorporate supplemental math strategies like Sunshine Math and BATS for Math for all Tier 1.	Math Coordinators, AP and Classroom teachers, ESOL Paraprofessional	PM2 data every 6 weeks	Benchmarks and FCAT
3	Student movement into and out of our school throughout the year. As students enter, it sometimes takes too long to identify their needs or strengths.	Teachers in grades 2-5 will give a benchmark assessment (paper, pencil) within 1 week of the student entering or will access district PM2 data for student if they came from in district.	Math Coordinators, AP and Classroom teachers, ESOL Paraprofessional	PM2 data every 6 weeks	Benchmarks and FCAT
4	Many students are not able to keep up with the pace of the math program.	Hands-on Stations and Teacher directed instruction in small group will take place in every classroom	Math Coordinators, AP and Classroom teachers, ESOL Paraprofessional	PM2 data every 6 weeks	Benchmarks and FCAT

5	Some students need additional Tier 3 instruction prior to FCAT	FCAT camp will take place to remediate students that are struggling.	Math Coordinators, AP and Classroom teachers	PM2 data - PS/RtI team will help identify the students from the benchmarks	Benchmarks and FCAT
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	Currently 67% of the students with disabilities are below grade level in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67%	63%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Effectiveness of Instruction	Utilization of strategies to address the unique needs of learners. Also work to use the high yield probability of success strategies that lend themselves to the situation	Teachers Principal Assistant Principal Reading Coach	Classroom observations (both formal and informal) walkthroughs, data discussions with teachers	Teacher assessments (both formal and informal), district benchmark assessments
2	Tier 1 is not using all of the enrichment strategies in the classroom.	Incorporate supplemental math strategies like Sunshine Math and BATS for Math for all Tier 1.	Math Coordinators, AP and Classroom teachers	PM2 data every 6 weeks	Benchmarks and FCAT
3	Student movement into and out of our school throughout the year. As students enter, it sometimes takes too long to identify their needs or strengths.	Teachers 2-5 will give a benchmark assessment (paper, pencil) within 1 week of the student entering or will access district PM2 data for student if they came from in district.	Math Coordinators, AP and Classroom teachers, ESE teachers	PM2 data every 6 weeks	Benchmarks and FCAT
4	Many students are not able to keep up with the pace of the math program.	utilization of more Hands-on activities and Teacher directed, explicit instruction in small group will take place in every classroom.	Math Coordinators, AP and Classroom teachers, ESE teachers	PM2 data every 6 weeks, reflection of classroom formal and informal assessment	classroom assessment, district Benchmarks and FCAT
5	Some students need more time with modified curriculum in a smaller setting to master skills.	ESE staff will work with classroom teachers to identify those students who need to have more modified materials and those that need to have more small group time with the ESE teachers.	AP and Classroom teachers, ESE teachers	PM2 data every 6 weeks	Benchmarks and FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal #5E:	Of the Students considered Economically Disadvantaged 57% made learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:



57%			61%		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increase in the number of students/ families identified as economically disadvantage	School will work to quickly and early on identify those that may be adversely impacted by the economy	Office staff, Principal, Assistant Principal	Demographic forms, observations, family conferences/ interview	District Benchmark and state assessments
2	Student movement into and out of our school throughout the year. As students enter, it sometimes takes too long to identify their needs or strengths	Teachers will give a benchmark assessment (paper, pencil) within 1 week of the student entering or will access district PM2 data for student if they came from in district.	Classroom teachers, Math Coordinators and AP	PM2 and data meetings	Benchmark assessments
3	Many students are not able to keep up with the pace of the math program.	utilization of Hands on activities and Teacher directed, explicit instruction in small group will take place in every classroom.	Classroom teachers, Math Coordinators and AP	PM2 and data meetings	Benchmark assessments
4	Tier 1 is not using all of the enrichment strategies in the classroom.	Incorporate supplemental math strategies like Sunshine Math and BATS for Math for all Tier 1.	Classroom teachers, Math Coordinators and AP	PM2 and data meetings	Benchmark assessments
5	Some students need additional Tier 3 instruction prior to FCAT	FCAT camp will take place to remediate students that are struggling.	Math Coordinators, AP and Classroom teachers	PM2 data - MTSS team will help identify the students from the benchmarks	Benchmarks and FCAT
6	Instruction to Mastery of skill	Teachers will use direct, explicit, hands on, and repeated instruction to move 80% of the class to mastery of skill.	Classroom teacher, math coordinators, AP	classroom assessment, both formal and informal, examination of class/ school data to determine standard strengths and weaknesses	classroom and district assessments, FCAT

*End of Elementary School Mathematics Goals*

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
District level STEM training	All grade levels	District math specialist	school- wide	October with implementation to follow through June	Classroom observations, teacher feedback	Principal, Assistant Principal, Science coordinator

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

Subtotal: \$0.00			
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal: \$0.00			
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal: \$0.00			
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal: \$0.00			
<b>Grand Total: \$0.00</b>			

*End of Mathematics Goals*

## Elementary and Middle School Science Goals

*\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.		38% (43) of the fifth grade student who were tested in Science scored a level 3			
Science Goal #1a:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
38% (43 students)			40% (46 students)		
<b>Problem-Solving Process to Increase Student Achievement</b>					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher Technical/Instructional	provide professional development regarding the higher percentage yield strategies, along with opportunities to see and apply the strategies	Principal Assistant Pricipal Reading Coach	Classroom observations (both formal and informal), Classroom walkthroughs, meetings with teachers	District Benchmark Assessments, Teacher evaluation/coaching tool
2	Curricular Gaps	District wide training regarding STEM.  School professional development to implement STEM strategies	Principal Assistant Principal Grade/ Team Leaders	Bi-monthly meetings to address areas of concern, Classroom observations (both formal and informal), Classroom walkthroughs, meetings with teachers regarding student progres	District Benchmark Assessments, Teacher Assessments
	Students lack the background knowledge.	Set aside 1 hour per week which is dedicated to just science. Science	Classroom teachers, Science Rep., AP	Data meetings to discuss Benchmark scores and FCAT	Benchmark Assessment and FCAT

3		topics divided among teachers and students rotate weekly to a new teacher to gain the missing knowledge. Students in grades K,1,3 and 4 will study about and attend the Environmental Learning Center for a field trip to learn more about Environmental science.			
4	Students lack the vocabulary.	Daily review of science vocabulary in grades K-5	Classroom teachers, Science Rep, AP	Data meetings to discuss Benchmark scores and FCAT	Benchmark Assessment and FCAT
5	Teachers don't feel confident teaching science.	Training by District Science Coordinator on how to integrate science and reading as well as how to use the resources available on our District website. School Science Rep will attend all district meetings and come back and share knowledge with teachers. And train teachers on new science curriculum	District Science Coordinator	Grade level meetings to discuss science ideas	Benchmark Assessment and FCAT
6	Students don't understand the scientific process.	All grades will participate in the school science fair focusing on teaching the students the scientific process. School Science Rep will attend all district meetings and come back and share knowledge with teachers.	Classroom teachers, School based Science Rep.	Grade level meetings to discuss science ideas. Meeting with school based science rep to help teachers with process of science fair.	Benchmark Assessment and FCAT
7	Students need more exposure to science.	Every 5th grade classroom will have a weekly textbook station where students review science material and enhance their science knowledge.	Classroom teachers	Data meetings to discuss Benchmark scores and FCAT	Benchmark Assessment and FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment:  
Students scoring at Levels 4, 5, and 6 in science.

Science Goal #1b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	14%(16) of the fifth grade students that tested in the area of FCAT Science scored a level 4 or 5
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (16 students)	20% (23 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher Instruction	Staff development in the utilization of Depth of Knowledge questions	Principal Assistant Pricipal Reading Coach	Classroom observations (both formal and informal), Classroom walkthroughs, meetings with teachers regarding use of strategy	District benchmark testing Teacher assessment- both formal and informal
2	Students lack the background knowledge.	Set aside 1 hour per week which is dedicated to just science. Science topics divided among teachers and students rotate weekly to a new teacher to gain the missing knowledge. Students in grades K,1,3 and 4 will study about and attend the Environmental Learning Center for a field trip to learn more about Environmental	Classroom teachers, Science Rep., AP	Data meetings to discuss Benchmark scores and FCAT	Benchmark Assessment and FCAT
3	Students lack the vocabulary.	Daily review of science vocabulary in grades K-5	Classroom teachers, Science Rep., AP	Data meetings to discuss Benchmark scores and FCAT	Benchmark Assessment and FCAT
4	Teachers don't feel confident teaching science.	Training by District Science Coordinator on how to integrate science and reading as well as how to use the resources available on our District website. School Science Rep will attend all district meetings and come back and share knowledge with teachers.	District Science Coordinator, Reading Coach and School Science rep.	Grade level meetings to discuss science ideas	Benchmark Assessment and FCAT
	Students don't understand the	All grades will participate in the	Classroom teachers, School	Grade level meetings to discuss science	Benchmark Assessment and

5	scientific process.	school science fair focusing on teaching the students the scientific process. School Science Rep will attend all district meetings and come back and share knowledge with teachers.	based Science Rep.	ideas. Meeting with school based science rep to help teachers with process of science fair.	FCAT
6	Students need more exposure to STEM.	All classrooms will participate in 2 district identified STEM projects to enhance their science knowledge.	Classroom Teachers District science specialist Principal Assistant Principal	Classroom observations (both formal and informal)	Benchmark Assessments and FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment:  
Students scoring at or above Achievement Level 7 in science.

Science Goal #2b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
District mandated STEM training	All grade levels	District Science specialist, School science coordinators	All teachers	Mid October, grade level meetings	classroom observations (both formal and informal, team meetings regarding data and student concerns	Principal Assistant Principal District Science Specialist

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Science Goals

## Writing Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	75%(89) of the fourth grade students scored a level 3.0 or higher on FCAT writes.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (89 students)	80% (95 students)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	New fourth graders missing the knowledge of writing a good essay.	Daily mini-lessons and prompt writing in all 4th grade classrooms. Daily small group instruction in all 4th grade classrooms to assist students with handwriting and writing procedures. Monthly Share time in the cafeteria where select 4th graders read their prompts. This helps all 4th graders to hear good prompts and to be encouraged to continue to work on their	Classroom teachers, Team leader, AP, Reading Coach and Principal	Grade level meetings to discuss process, review student prompts and plan together	Weekly prompts,FCAT Writes

		prompts.			
2	Students in all grades struggle to write good sentences, paragraphs and essays.	Daily instruction, paired with center work in the area of writing conventions.	Classroom teachers, Team leader, AP, Reading Coach and Principal	Grade level meetings to discuss process, review student prompts and plan together	Weekly writing assignments and quarterly prompts

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.  Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Continuous writing professional development utilizing the standards and anchor sets from the State of Florida	All grades	Reading Coach 4th grade team leader	all teachers, with particular emphasis on new teachers	September - June	modeling of instruction by Reading Coach, classroom observations (both formal and informal)	Reading Coach, Principal, Assistant Principal
Study of the Common Core Standards and the integral role writing plays	k-2	Assistant Principal, Reading Coach, District Reading Content specialist	K-2 teachers	September - June	modeling and coaching of instruction by Reading Coach, classroom observations (both formal and informal)	Principal, Assistant Principal, Reading Coach

Writing Budget:

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

End of Writing Goals

## Attendance Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance		The district of Indian River instituted a new Attendance policy to follow students more closely in relation.			
Attendance Goal #1:					
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
Enrollment - 644					
Average Present - 615		na			
Average Absence count - 29					
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
167		175			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
29		20			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent education	Inform the parents of the attendance laws through brochure and newsletters.	Principal and office staff	Less students reported as being absent, tardy or checked out early	Attendance report



2	Teacher awareness	The district instituted a new policy to try and assist families before the number of absences or tardies gets excessive. Brochures sent home at orientation. Families are called earlier in the process.	Teachers, office staff, principal, assistant principal	decrease in number of students being excessively tardy or absent	Attendance report
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Training the staff on the attendance laws and procedures	All staff	Principal School district social worker	School-wide	Beginning of school year, refresher in late November	Attendance reports Teacher input	Principal, Office Staff

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
School newsletters, brochures, and other information shared with families	copies of district attendance brochure	General	\$150.00
			Subtotal: \$150.00
			Grand Total: \$150.00

End of Attendance Goal(s)

Suspension Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Suspension Suspension Goal # 1:	Treasure Coast will reduce the suspension rate from 10 to 8 out of school suspensions with the help of our behavioral intervention model.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
5	5
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
10 students	8
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
5	5

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Parent education	1. Opportunities for parent education. Gold Behavior training for all students	Behavioral specialist, Principal and Assistant Principal	Decrease of online discipline referrals.	Online discipline referrals
2	Lack of training of students and teachers	Gold Behavior training for all students and staff.	Behavioral specialist, Principal and Assistant Principal	Decrease of online discipline referrals.	discipline referrals
3	Student movement into school throughout year	Consistent implementation of Tier 1 behavior strategies by staff members.	Behavioral specialist, Teacher, Principal and Assistant Principal	Decrease of online discipline referrals.	discipline referrals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Gold Behavior Training	All staff and students	Behavior specialist, Principal, Assistant	School-wide	Beginning of school year, refresher in Jan.	Tracking the # of online referrals	Principal with Behavior specialist

## Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

## Parent Involvement Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Parent Involvement  Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Throughout the year we request that our parents participate in at least 1 conference, of our 665 families 98% participated in conferences with their child's teacher.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
98% (612 families)	100% parent involvement at some point during the course of the year

## Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time to meet with all parents	Teachers will begin parent teacher face to face conferences during conference week and continue throughout the following weeks to ensure all parents have had an opportunity to	Classroom teacher	Calendar of conference dates sent to parents in advance. Parents given several notices of times available. Teachers willing to come early and stay late to accommodate	Sign in sheet

		discuss their child's progress.		parent's schedules.	
2	Transportation, job related issues, or parent living out of state	Teachers will first pursue a face to face conference. After 2 tries, teachers will initiate a phone conference to discuss the child's progress with the parent.	Classroom teacher	Calendar of conference dates sent to parents in advance. Parents given several notices of times available. Teachers willing to come early and stay late to accommodate parent's schedules.	Sign in sheets or phone log
3	Parents unaware of school activities	Parents will be notified of school related activities through the Principal's newsletter, teacher newsletters, PTA newsletters, agendas that go home daily and phone message.	Classroom teachers, Principal, PTA	Calendar and discussion of events will take place in all newsletters and via the phone system.	Copies of newsletters

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

## Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		Teachers will use a minimum of 2 district identified STEM projects (1 per semester) in order to increase science FCAT scores from 45% (51) of students scoring at the proficient level to 48% (55) students scoring at the proficient level.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of deep understanding of what STEM is	Mandatory district training	Principal, Assistant Principal, Science coordinators, district science specialist	Principal, Assistant Principal, Science coordinators, district science specialist will review STEM projects undertaken by classroom teachers, classroom observations (both formal and informal)	Science FCAT 2.0 scores,

### Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

### STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of STEM Goal(s)

## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Compass Learning and Earobics Training	Programs for Compass Odyssey and Earobics	General Fund	\$3,700.00
				Subtotal: \$3,700.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Aimsweb license	Oral reading fluency testing and MAZE comprehension passages to progress and benchmark monitor students in intervention	General Fund	\$150.00
Attendance	School newsletters, brochures, and other information shared with families	copies of district attendance brochure	General	\$150.00
				Subtotal: \$300.00
				Grand Total: \$4,000.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school:  Yes  No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 10/15/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount



Plan to use the SAC funds for FCAT tutoring materials to assist in helping our students make learning gains

\$1,000.00

Describe the activities of the School Advisory Council for the upcoming year

Committee will work to meet to review school goals, progress towards the goals, what might be done to assist. The committee will also meet for issues related to safety, curriculum, and maintenance and overall student/school performance.

# AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012  
 Adequate Yearly Progress (AYP) Trend Data 2010-2011  
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

## SCHOOL GRADE DATA

No Data Found

Indian River School District TREASURE COAST ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	68%	78%	54%	280	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	67%	61%			128	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	66% (YES)	69% (YES)			135	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					543	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Indian River School District TREASURE COAST ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	78%	66%	82%	48%	274	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	69%	61%			130	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	58% (YES)	71% (YES)			129	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					533	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested